AN ANALYTICAL STUDY OF FORMATIVE ASSESSMENT IN HIGHER EDUCATION INSTITUTES

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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It is the work that is expected to be carried out under the supervision of Dr. Geeta R.Thakur

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ABSTRACT

Assessment is a structural part of educational curriculum, along with teaching and learning. Effective assessment affects student's learning and vice-versa. With a lot of measures that are used for the assessment purpose, this study aims of analyzing Formative Assessment at Higher Institutions. The study aims at reviewing how the Formative Assessment helps higher level students in meeting the educational objectives, fulfilling the teaching-learning process and also to analyze how it helps in achieving student's personal level objectives as well-grounded and logical assessment should be a part of the curriculum having the utmost importance.

The impact of formative assessment for both individual and higher institutional levels are studied using quantitative and qualitative data collection approaches. The goal of this study is to see how formative assessment procedures affect student academic progress, attitudes towards learnings and self-regulation abilities.

Keywords – Assessment, Curriculum, Formative Assessment, Higher Institutions, Objectives.

CONTENTS

S.NO.	Description	Page no.
1	Introduction	3
	1.1 Study Of Formative Assessment	3
	1.2 Study Of Formative Assessment At Higher Level	4
2	Literature Review	5
3	Description Of Broad Area	8
	3.1 Rationale Of The Study	8
	3.2 Statement Of The Study	8
	3.3 Definitions Of Terms	9
4	Aims Of The Study	10
5	Objectives Of The Study	10
6	Methodology Of The Study	12
7	Expected Outcome Of The Research	13
8	References	14

1. INTRODUCTION

Assessment means to assess, judge and make decisions about something. In Educational context, assessment means the process to measure student's progress in terms of grades and development of learning which is seen in the behavior of the student. We do generally see observe Assessment of two types-
i) Formative Assessment (Assessment for Learning)
ii) Summative Assessment (Assessment of Learning)

Formative Assessment means collectively organizing evidences about student's performance, giving them feedback in return and also implementing practical program to achieve educational goals (McMillan, 2014).
Summative Assessment is a process or authenticating or confirming student's achievement, finally disclosing their reports to students and their families regarding their accomplishments and also giving them information about where they stand at the end of the particular time period for their specific learning like in the end of academic year (Earl, 2004).

Formative assessment is a method of providing feedback to educators and students learners during class in order to organize the learning and teaching process and promote student achievement McManus (2008, p. 3). The strength of formative assessment is its feedback supplied to students about their learning and to teachers about their teaching, it clearly clears out the teaching-learning relationship status at the personal levels of both (Andrade, Lui, Palma, & Hefferen, 2015). There are several of new, low cost software programmes that let teachers undertake formative assessment during the learning system, improving learning and assessment (Elmahdi et al., 2018). Children receive specific and non-evaluative input during formative assessment, which helps them improve their performance (Elmahdi et al., 2018).

1.1 STUDY OF FORMATIVE ASSESSMENT

As this study focuses on the criteria of Formative Assessment, it clears out reviewing some of the barriers by (Oecd, 2005) also that expounders often observe while developing or interpreting the same; they might be –

i) Recognising obstacles between Formative Assessment & Summative Assessment
ii) Interruption between both the assessments and also in their implementation.
iii) Anxiety of thing that Formative Assessment is too impulsive and taxing.

An instructor who seeks Formative Assessment as whole for the assessment, will always exhibit strengths, weaknesses and calibre his students have; and will also enhance teaching practices and evaluation criteria for the active participation of his student's individually or in groups to satisfy their and organization's expected goals and objectives (Menéndez et al., 2019).

Formative assessment consists of five master approaches by (Wiliam D, Thompson M, 2008):

i) Simplifying and dividing educational attainment and standards for success.
ii) Productive conversations, questions, thesaurus learnings that induces proof for learning.
iii) Assistance with continuous feedback which helps learns to improve performance.
iv) Triggering students to be informative to each other.
v) Triggering students to be the master of their learning.

1.2 STUDY OF FORMATIVE ASSESSMENT AT HIGHER LEVEL

Formative assessment is redo, replay or reduplication procedure of initiating what, how much and how well the learners are learning in accordance with the expected learning objectives of curriculum, so that regular feedback is provided with the fair means in order to improve the strategies being used between the instructor and learner to achieve the learning outcomes (Gikandi et al. 2011). Formative Assessments at higher levels successfully help teachers and students to modify effectuate skilled learning, learn self-assessment and to scrutinize how efficiently approaches have worked (Oecd, 2005).

2. REVIEW OF RELATED LITERATURE

The educational research community is undergoing a transformation, was the stretching concern that the prospective of assessment to hold up learning was being neglected and there were long lasting questions for the formative role of assessment to derive greater emphasis. The escort here was held up by the British Educational Research Association's Policy Task Group on Assessment. Their article (Harlen et al., 1992) and that of Torrance (1993) belaboured the essentiality of the formative function of assessment, although there was difference in opinion about whether the formative and summative functions should be splitted or merged (Black, 1993a). In 1997, as part of this effort was to affirm the importance of formative assessment, the British Educational Research Association Policy Task Group on Assessment (with the support of the Nuffield Foundation) authorized us to take forward a go through of the research on formative evaluation. They thereby began a new stage in the evolution of formative assessments.

The review of existing studies has examined that using accessible and foremost classroom techniques have sustained learners learning in non-traditional settings also, Classroom assessment process contemplates tutelage and quantify the approach of assimilation and intended course goals in terms of achieving educational purpose (Dicarlo & Cooper, n.d.).

Assessment can dominate a learner's psychological situation, extensively their inducement and self-perception. These occurrences in a psychological state sways how learner's manage succeeding assessment practices; where balance of contrary forces can be seen on inducement and self-observation which helps in self-motivation (Vaessen et al., 2017).

An assessment is necessary to provide student with the opportunity to reflect on their performance and to indicate the extent to which they have progressed in order to meet their objectives (Basera, 2019).

Assessment means assessing a student's ability to make the student's belief that imparted lessons by the teachers have to be cloned by them practically to make the understanding better so as to meet the learning objectives. Assessment itself extends from providing feedback to learners and teachers to make forecasts of the future achievements of the learners catching sight for: justifying learning and grading, applicable in order to improve further learning in future and most crucial variance between learners and teachers was how well feedback process served, which also perceived there is a urgent need of professional training and assistance of teachers(Li & De Luca, 2014).

Methodological assessment is one of the most demanding issues of the latter-day concerns. It requires expanded tools and techniques to compete with the educational goals and requirements (Technologies et al., 2021).

There are variety of low cost technology and software that instructors can utilise to help them within the teaching and learning process. (Elmahdi, Ismail; Al-Hattami, Abdulghani; Fawzi, 2018).

The most important area of entrust within the classroom is designed assessment that "provides teachers and students with continuous, real-time information that informs and supports instruction" (Ramsey & Duffy, 2016).

Formative assessments increase learning to learn skills by pointing the teaching and learning process and requiring learners to participate as partners in the process. It also builds skills in peer and self-evaluation and helps them progress with effective action plan (Oecd, 2005).

Formative assessment targets to fill the chinks observed by the teachers in learners present state and expected outcome. Classroom Response Systems (CRSs) are important tools which provide important tips to improve the level of teaching with formative assessment. The research shows restricted consideration on usefulness and moralistic purpose on receiving assumption of theories and models (Şahin, 2019).

Formative assessment surrenders considerable learning acquires with the rock-bottom and wireless 21st century technology that are designed to increase students' learning (Elmahdi, Ismail; Al-Hattami, Abdulghani; Fawzi, 2018).

Formative assessment is an assessment which succeeds during the instructional process so that academic achievement can be monitored. The assessment criteria execute during the instructional process is helpful for collecting information about the betterment of learners during learning (Tanner & Allen, 2004; Furtak & Primo, 2008).

Formative assessment is an appeal that involves varied perspectives competent of being used to hold up a learner's learning (Van der Kleij, Vermeulen, Schildkamp, & Eggen, 2015; Briggs, Ruiz-Primo, Furtak, Shepard, & Yin, 2012).

Formative assessment is a sort of assessment that includes quizzes. Homework questions and other type of questions that are used during teaching-learning to provide direction for learner's future learning. (O'Connor, 2002).

The primary goal of formative assessment is to optimise student's future learning potential in the humanities by incorporating assessment into the learning process. (Boz & Boz, 2005; McMillan, 2014).

Various tools can be used to conduct out the digital formative assessment, particular to the most recent research; enunciate skills can be assessed through digital chats, recordings of students' speaking performance, or video scripts commentary which represent verified language use in a context (Jamieson, 2005).

Formative assessment helps in explicating and dividing learning intentions and norms for success (Gidlewski et al., 2017).

Formative assessment builds students' "learning to learn" ability by accentuates on the procedure of teaching and learning, and industriously including learners in the procedure (Loyd & Koenig, 2008).

Formative assessment is a popular topic in schools because it provides educators and learners with real time data that confirms and enhances learning (Ramsey & Duffy, 2016).

One of the important endowments of formative assessment, marked as assessment as learning is providing instant feedback and inducing motivation until it achieves the needs. When we keep in mind the judgements of the teachers related to assessment, we see that they accredit importance to the assessment because of this provision (Yüksel & Gündüz, 2017).

The kit-created idea map is a digital tool for improving learning outcomes, particularly formative assessments in lecture classes, which are reported in the form of practical applications (Pailai et al., 2017).

3. DESCRIPTION OF BROAD AREA

3.1 RATIONALE OF THE STUDY

Formative Assessment helps at continue monitoring of the functioning of the strategies adopted at the time of curriculum planning for successful achievement of the learning goals designed. It helps in proving time to time feedback to the students and teachers which greatly helps in timely improvement in the practices being performed in order to achieve the pre-designed learning goals.

Formative Assessment helps at attaining organizational goals and academic achievement hand in hand. It has been effectively significant in academic year for teachers and students both.

This study focuses at how formative assessment at higher education institute contributes in achieving the educational goals effectively, efficiently and significantly at organization level, teacher and student expectations level.

3.2.1 STATEMENT OF THE STUDY

An Analytical Study of Formative Assessment in Higher Education Institutes.

3.2.2 DEFINITION OF TERMS

ASSESSMENT

Assessment plays an important role in education system. It helps teacher in assessing students' achievements according to their performance and pre-standardised goals. Assessment focuses on different aspects in different forms to measure overall development of the student in a particular academic time period.

Assessment generally is categorised into two main categories:

i) Formative Assessment ii) Summative Assessment

FORMATIVE ASSESSMENT

Formative assessment or Assessment for Learning focus on assessing students' achievement at short spans of time for continuous evaluation and improvement in teaching-learning practices. As by knowing during instruction, what students know and what they tend to know helps in smooth functioning of the teaching-learning process.

This type of assessment gained much more importance at the time of COVID-19 because continuous evaluation for assessment of the students gained utmost priority as for some this COVID-19 digital era was extremely difficult to adopt, so formative assessment helped a lot students and teachers both at personal and organisational level.

Formative Assessment helps at various stages to develop self-regulated learning, timely feedback, student engagement, personalised experience, timely decisions for improvement, student motivation and increased academic achievement.

Operational definition- For present study, Formative Assessment will be taken as a concern to know its applicability and significance.

FORMATIVE ASSESSMENT AT HIGHER EDUCATION INSTITUTE

Learners at higher level were motivated when formative assessment was applied for assessment. As it helped them in knowledge retention, self- regulated learning and increased academic achievement.

It collects information about student's loop holes and helps them to learn where they need to be directed. Effective assessment at this level helps students to learn more thoroughly as at this stage students are prepared to perform their best at tertiary level or we can say it helps them to aim for perfection at the future stages.

Operational definition- For present study, Formative Assessment at Higher Education Institutes will be the chief aspect into consideration to know about its significance and need.

4. AIMS OF THE STUDY

i) To know the criteria for formative assessment among the students.
ii) To analyse the extent of formative assessment impact among the students.
iii) To understand the use of assessment feedback.
iv) To know the drawbacks and limitations of formative assessment.
v) To know the significance of formative assessment in traditional and online set up in higher education students.

5. OBJECTIVES OF THE STUDY

i) To study awareness of formative and summative assessment of teachers of Higher Education Institutes of Delhi NCR.
ii) To study the status of formative assessment in Higher Education Institutes of Delhi NCR.
iii) To study the challenges of formative assessment faced by students and teachers in Higher Education Institutes of Delhi NCR.
iv) To study the best practices of Higher Education Institutes to make assessment practices better.

OBJECTIVES	METHOD OF RESEARCH	SAMPLE	TOOL	STATISTICAL TECHNIQUES
To study awareness of formative and summative assessment of teachers of Higher Education Institutes of Delhi NCR.	Survey	Academic leaders/faculties from 10 Colleges/ Universities	Questionnaire	Content Analysis
To study the status of formative assessment in Higher Education Institutes of Delhi NCR	Survey	Academic leaders/faculties from 10 Colleges/ Universities	Checklist	Content Analysis, Percentages and Average
To study the challenges of formative assessment faced by students and teachers in Higher Education Institutes of Delhi NCR.	Survey	400 students	Open-Ended Questionnaire	Content Analysis, Percentage
To study the best practices of Higher Education Institutes to make assessment practices better.	Survey	10 academic leaders	Interview	Thematic Analysis

6. METHODOLOGY OF THE STUDY

For this study, Mixed Method Research design will be used. Mixed design is explained as investigating for gathering data, examining and integrating via comparative and observational design (Yıldırım, & Şimşek, 2013). In the present study, quantitative as well as qualitative approaches will be used. Survey method will be used for the present study where in questionnaires will be used to collect quantitative data and interviews will be conducted to collect qualitative data.

POPULATION, SAMPLE AND SAMPLING TECHNIQUES

Population: Students enrolled for graduation will be the population of this study.

Sample: 400 students enrolled for graduation in Delhi NCR region will be the sample of this study for survey.

10 educators will be the experts for this study.

Sampling Technique: Simple Random Sampling technique will be used to select students for the survey. For the selection of colleges Convenience Sampling will be used.

TOOLS OF RESEARCH

Questionnaire will be used for collecting quantitative data and interview schedules will be used for collecting qualitative data. Both tools will be prepared by the researcher.

ANALYSIS OF DATA

In the research descriptive statistics will be pre-owned in the exploration of comparative data, and the product or the outcome will be estimated in frequencies, percentages and means in the tables. However, in the exploration of observational data, reasoning method will be used.

SCOPE AND DELIMITATION OF STUDY

This study is limited to Higher Education Institute of Delhi NCR region. The research is about formative assessment practices. Traditional as well as Online assessment practices will be taken in to consideration. It is limited to the students, teachers and Academic leaders.

7. EXPECTED OUTCOME OF THE STUDY

The research is expected to be helpful to the students and teachers both in assessment practices to be performed efficiently in order to achieve the educational goals for academic achievement.

8. SIGNIFICANCE OF THE STUDY

Formative assessment provides the chances to recognise our ability to learn and teach in an effective manner. Timely feedbacks help to be a living strong part of the curriculum. Student's gets to know their strengths, weaknesses and the area which needs attention. Higher education students are more comfortable with formative assessment as it helps them to correct themselves on their thought process before its too late and also gives opportunities to them to develop and improve their learning strategies.

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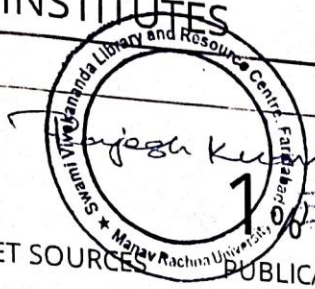

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